DOCUMENT RESUME

ED 421 424 SO 029 072

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TITLE	[Comparative Migration Studies and Comparative Politics.] Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS AGENCY	United States Educational Foundation in India.
PUB DATE	1997-09-00
NOTE	7p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Seminar title: "Continuity and Change: India on the Threshold of the 21st Century."
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Asian Studies; Cultural Awareness; Culture; Ethnic Groups; Foreign Countries; Higher Education; *Indians; International Relations; Modern History; Multicultural Education; *World History
IDENTIFIERS	*India

ABSTRACT

This paper addresses how the experience of the Fulbright Seminar in India has allowed the participant to enrich his teaching in comparative migration studies and comparative politics. The paper describes specifically how each course has changed as a result of the international experience. The report suggests questions for consideration as the courses are taught and explains how evaluation will be used to judge the efficacy of the course changes. (EH)

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Submitted to
Educational Resources Information Center (ERIC), USDE

by United States Educational Foundation in India

SO 029 072

UNIVERSITY of DENVER

Graduate School of International Studies

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
INDEPENDENT/CURRICULUM PROJECT

prepared by Dr. Patrick Ireland
Graduate School of International Studies (GSIS)
University of Denver
September 1997

OBJECTIVES, STRATEGIES, AND MATERIALS:

Participation in the seminar "Continuity and Change: India on the Threshold of the 21st Century" has allowed me to enrich my teaching greatly in the area of comparative migration studies and comparative politics. Two courses in particular have profited:

A) "IMMIGRATION, ETHNIC DIVERSITY, AND PUBLIC POLICY" (Undergraduates and Graduates)

Previously, I have taught short courses (4-6 weeks) on comparative migration policy at the University of Michigan in Ann Arbor and the Universität Tübingen in Germany. Yet the Winter 1998 Quarter will mark the first time that I will be able to offer a full seminar on migration for undergraduate and graduate students at the University of Denver. My area of expertise is migration policy in the advanced industrial societies of North America, Western Europe, and Oceania. It is important to me but difficult, therefore, to develop a syllabus that includes the developing world, where significant, large-scale movements of people--migrant workers, refugees, and asylum seekers alike--have become more and more commonplace. Everywhere, migrations are changing demographic, economic, and social structures, and bringing a new cultural diversity, which often calls into question national identities.

My course will compare traditional migration countries in North America with European countries, Japan, and developing countries like India, where "imported" resident ethnic minorities are a newer phenomenon. Migration histories, policy responses, conflict and accommodations, minority-majority relations, the treatment of asylum-seekers and refugees, and sociopolitical integration processes affecting migrants will be examined.

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Besides hanging out in bookstores in every Indian city we visited, I spoke with Prof. B.B. Bhattacharya of the Institute of Economic Growth at the University of Delhi, who gave a seminar talk at USEFI, and with staff members at the Tibet House in New Delhi. Thanks to Dr. Uma Das Gupta of USEFI's Calcutta office, morevoer, I was able to meet with Prof. Ranabir Sammaddar of the Azad Institute of Asian Studies in that city. These discussions enabled me to obtain readings and videos for two sections of my new course:

(1) Migrants and Refugees in South Asia

Ranabir Sammaddar, *Many Histories and Few Silences: The Nationalist History of Nationalism in Bangladesh* (Calcutta: Azad Institute Paper, 1996).

-----, ed., *Reflections on the Partition in the East* (New Delhi: Vikas Publishing House, 1997), chaps. 1 & 5.

Special issues of the *Bulletin of Concerned Asian Scholar* (January 1996) and *Studies in Conflict and Terrorism* (No. 2, 1996) on migration in Asia.

Philip Martin, "Migrants on the Move in Asia," AsiaPacific Issues Series, No. 2 (Honolulu: East-West Center, December 1996).

Human Rights Watch, *Rape for Profit: Trafficking of Nepali Girls and Women to India's Brothels* (New York: Human Rights Watch/Asia, 1995).

F. Eelens, T. Schampers, and J.D. Speckman, eds., *Labour Migration to the Middle East: From Sri Lanka to the Gulf* (Lodong: Kegan Paul International, 1992).

(2) Tibetan Refugees in India

The Dalai Lama, *My Land and My People* (New York: Potala Corp., 1992).

Tanka B. Subba, *Flight and Adaptation* (New Delhi: Library of Tibetan Works and Archives, 1990).

Wolfgang von Erffa, *Uncompromising Tibet* (New Delhi: Paljor Publications, 1996).

Tibetan People's Right of Self-Determination (New Delhi: Tibetan Publishing Parliamentary and Policy Research Center, 1996).

Copies of the *Tibetan Review*.

Materials provided by colleagues with the Leslie Sawhny Program of Training for Democracy, Mumbai.

Videos: "History of Tibet" and "Shadow over Tibet Stories in Exile" (Ganchen Kyishing: Department of Information and International Relations, Central Tibetan Administration).

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QUESTIONS:

What variations and common factors can we see in international population movements as they affect more and more parts of the world?

How is migrant settlement bringing about increased ethnic diversity in developed and developing societies?

What is the relationship between migration and ethnic relations?

EVALUATION:

This course will be offered in Winter 1998 (January-March), and student evaluations will let me know how effective and useful the above materials have been.

B) "INTRODUCTION TO COMPARATIVE POLITICS"
(Undergraduates and Graduates)

Since beginning full-time teaching in Fall 1989, I have taught a least two sections of my "Introduction to Comparative Politics" each academic year to undergraduate and (at the University of Denver) graduate students. I will teach it again next year.

Although meant as a first course in comparative political analysis, my introduction is quite rigorous and challenging: students must absorb and synthesize a wide range of often sophisticated readings that introduce them to various techniques of comparison. We then apply these tools to several case studies. Although some of these cases have changed over the years, India has always counted among them. The reasons are straightforward: the second most populous country, it is the largest democracy on earth. Even so, it remains woefully understudied in social science departments in the U.S. Here at the University of Denver, mine is the only course that deals with Indian political life.

My familiarity with the politics of India has grown over the years, as I have updated and refined my selection of readings. All of my knowledge, however, had come from books, articles, and discussions with Indians resident in the U.S. By participating in the India seminar, I gained some first-hand experience, especially since our visit coincided with celebrations of and reflections on the fiftieth anniversary of Indian independence!

The scheduled activities will help add depth and nuance to my presentations on Indian politics and society--not to mention the kinds of anecdotes and personal observations that can make teaching come alive for students in a classroom. I was also on the lookout for teaching materials to provide more authentic coverage for my students and have compiled a hefty file of newspaper articles, magazines, and pamphlets on contemporary Indian politics.

QUESTIONS:

To what extent do differences in political development, political culture, poiltical regimes and the state, political elites, and/or political participation explain contemporary politics in the United States, France, Japan, Mexico, *and India*?

How can we explain the similarities and differences between the revolutions/independence movements that have occurred in each of our case countries?

What is democracy? What makes for a stable democracy, and how can we understand the pre-conditions for and transition to it?

EVALUATION:

I will offer this course again during the 1998-99 academic year, and student evaluations will let me know how effective and useful the above materials have been.

ADDITIONAL IMPACT

Besides that direct impact on my course offerings, the Seminars Abroad Program has contributed to my advising and community involvement. My school has many Indian students, and they have been very excited about my trip to their homeland. I now have a far better understanding of their background and culture, and am better able to relate to them and meet their needs.

Also, since my arrival at Denver, I have been very active in the Graduate School of International Studies' high school outreach program, the World Affairs Challenge (WAC), which is held under the auspices of the Center for Teaching International Relations (CTIR), based here at the University of Denver. The WAC is an innovative project that provides high school students from Colorado, New Mexico, and Wyoming with the opportunity to devote an entire school year to researching, analyzing, and proposing solutions to a specific international topic. (This year we will be dealing with conflict resolution in the post-Cold War world.) Besides serving on the WAC Steering Committee with more than a dozen community leaders, I give talks at workshops and at high schools and act as a judge at the culminating spring Summit, where the high school teams make their formal presentations and compete for prizes. I have spoken with Mark Montgomery, Director of CTIR, and told him of my eagerness to speak to any student groups interested in India. There will thus be numerous opportunities for me to incorporate my experiences with the Fulbright-Hays Seminars Abroad Program into my work with the WAC project./.